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About Some Errors in the Process of Simultaneous Interpretation

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Abstract: The article is devoted to the study of the specifics of simultaneous translation as the pinnacle of translation skills, which determines the high requirements for the level of formation of translation competence. The subject of the study is the study of modern approaches to the classification of errors that occur in the activities of a simultaneous interpreter. The purpose of the study of the article is to study the causes, mechanisms that lead to errors in the process of implementing the practical translation activities of a simultaneous interpreter; analysis of modern approaches to the classification of possible translation errors. In the process of implementing the research, methods of analysis, systematization and generalization, as well as linguistic methods of lexico-semantic, grammatical, discursive and contextual analysis found their implementation. Based on the study, it was found that in the most general form errors can be classified into semantic and linguistic ones, in turn, subtypes are distinguished within each of the presented categories. Semantic errors are distortions of the pragmatics of the original, deviations from the norm that have a misleading effect on the recipient. Examples are given from the practice of simultaneous translation, which make it possible to demonstrate the functioning of various types of errors in the framework of modern simultaneous translation. The author comes to the conclusion that simultaneous translation is one of the most complex types of translation activity, a complex, phased psychological process that takes place in extreme conditions, which leads to errors in the speech of a simultaneous interpreter. It seems impossible to completely avoid the erroneous interpretation and reconstruction of the original discourse by the tools of another language, however, understanding the mechanisms for the occurrence of deviations from the norm, the use of adequate translation strategies will help to avoid semantic errors that can distort the pragmatics of the original.

Keywords: translation competence, discursive analysis, contextual analysis, systematization, generalization, simultaneous translation, translation competence, translation errors, translation activity, causes of translation errors, classification of translation errors.

Translation is one of the oldest types of activity, the role of which cannot be reduced to serving the immediate needs of peoples in communication. It becomes obvious to modern researchers that within the framework of the intensification of globalization processes, humanity is moving along the path of expanding the relationship of various ethnic groups, cultures and countries. The reality of the "post-Promethean" world leads to the establishment and subsequent strengthening of intercultural synergetic communication between cultural models that are different in their history, religion, traditions and language.

In this situation, the task of studying the problems of intercultural communication, including the role of translation, is becoming highly relevant. The rapid entry of the Russian Federation into the world community leads to an increase in the number of intercultural contacts both at the state level and at the level of individuals, which determines the relevance of studying the specifics of translation activities. Acting as one of the means of intercultural communication, simultaneous translation solves the problems of mutual understanding of the subjects of communicative activity,

is characterized by a special specificity, the presence of specific characteristics, which will be discussed below.

The processes of mutual understanding between representatives of different cultural models can be significantly complicated by the implementation of an erroneous interpretation of certain connotations of the original, due to translation errors, which are especially possible in simultaneous translation, based on the need to instantly respond to the information heard, without being able to think about the details.

The issues of classification and identification of the causes of errors in simultaneous translation is one of the most important problems of translation studies, the solution of which will allow avoiding the erroneous interpretation of this or that information in the language of the host culture, ensuring the equivalence and adequacy of the translation, which determines the relevance of the chosen research topic.

The object of the study is translation errors that occur during simultaneous translation.

The purpose of the study is to identify some errors in the process of simultaneous translation.

Simultaneous translation (SP) is one of the most complex types of translation activities. In modern scientific literature, SP is understood as "one of the types of interpreting, simultaneous translation of a voiced text, one of the types of professional translation" [1,867], "the pinnacle of translation art" [2,171]. At its core, SP is a psychological process in which three main stages are distinguished: understanding, comprehension and concept formation, transmission, reproduction by means of the language system of the receiving cultural model.

The first stage of translation activity, namely the perception of a foreign language text, is a complex sensory-thinking process, which is based on the simultaneous implementation of the analytical and synthetic functions of the brain and sensory organs. Comprehension is carried out with the help of the formation and formulation of thoughts, i.e. with the help of inner speech [3,38]. The main question is, with the help of what language means is comprehension carried out and how high is the degree of intensification of its flow. The highest degree presupposes the obligatory linguistic formulation of thought. As for linguistic means, comprehension can be carried out by means of the original language, or, with a high level of proficiency in this type of speech activity, in the target language, and with a high skill of the translator, using the means of an internal individual subject-schematic semantic code [3,38].

The second stage of the translation process is the formation of the main meaning of the future message. In other words, at this stage there is a need to comprehend the relationship "meaning - idea", as well as recoding. If comprehension is carried out in the language of translation, then the formation of meaning is at the same time the formation of an idea, and the process of comprehension includes the process of recoding [4,122]. The transcoding process in this case is not realized, since it is highly automated.

At the third, final stage of translation activity, the expression of the statement is carried out, its reconstruction using the means of the target language.

The implementation of each of the stages of speech activity in the SP requires a high level of formation of translation competence. A. Tarakov highlights the following features of the joint venture:

1) psychological discomfort due to the need to simultaneously perceive, decode and reproduce discourse;

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2) a psychological barrier caused by the lack of repeated reference to the original text, the ability to pause speech, repeat incomprehensible phrases, words;
3) lack of opportunities to make adjustments in the already voiced text, to eliminate the identified erroneous interpretations;
4) the possibility of an erroneous interpretation due to a too fast pace of speech, inconsistency of the speaker, speech defects [1,867].

Attributive, essential characteristics of the joint venture are driven by high requirements for the level of formation of translation competence, which today is most often understood as a set of specific skills necessary for a member of the language community for speech contacts with others [5,113]. The lists of distinguished skills by different authors do not coincide and are not clearly marked for all, which is due to the objectively large number of these skills and the lack of their correct hierarchization. In particular, A. Tarakov names the following skills and abilities necessary for the successful implementation of the joint venture:

1) preparation for the specific features of the joint venture;
2) the ability to focus on the words of the speaker;
3) the ability to cover several tasks with attention;
4) the ability to find a way out of difficult communicative situations;
5) quick response skills;
6) mental calmness, patience;
7) high-speed thinking, concept formulation [5,117]. In turn, R. Setton names the following components of the model of translation competence:

a) linguistic competence, including pragmalinguistic, which consists in the knowledge of "private semantic shades" of lexemes, and sociopragmatic, including knowledge of speech behavioral strategies, rules for modeling discourse in accordance with the requirements of the functional style adopted in a given society at a particular historical stage of development;
b) general knowledge necessary for understanding and subsequent translation of a specific subject of information messages;
c) skills, strategies for perception, interpretation and reproduction of information data [6,24].

Thus, the specificity of the SP puts forward extremely high requirements for the level of formation of translation competence, which ensures the adequacy and equivalence of translation. However, even with the high professionalism of the simultaneous interpreter, the possibility of error is not excluded.

In modern scientific literature, an error is understood as “a deviation from the norm, a discrepancy between the ideal (standard) and the material (really existing)” [7,154];

“the result of a discrepancy between the plan and the implementation of the action, the discrepancy between the standard and the final product of the activity” [8,34]; everything that does not comply with the norm, the rules [7,154].

Any error is based on the variability of the semantics of the lexeme, i.e., the error is the choice of a variant recognized as non-normative. As V. M. Ilyukhin notes, “the reasons for an error in the SP can be both purely objective and subjective” [9,54]. Unfortunately, the study of errors in the scientific literature is either minimized or explained solely by the fatigue of the simultaneous

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interpreter, but in practice, fatigue provokes slips of the tongue, which are found in any colloquial speech.

Deviations from the norm may be the result of an insufficient level of language competence or the lack of necessary coordination between the speaker and the translator [6,57]. Multifunctional reasons can also lead to an error, for example, insufficient knowledge of the topic and extraneous noise that hinders the processes of perception and decoding. In addition, the ambiguity of the original phrase may also be the cause of the error.

In the most general form, the causes of errors can be divided into extra-linguistic, associated with social conditions, and intra-linguistic, associated with the internal resources of the language system. The main extralinguistic reason is the spontaneity of the speaker's speech, the influence of the social environment, the dependence of the speaker's speech on his social affiliation. This group may include deviations from the norm, due to inadequate use of a meaning that does not correspond to the communicative situation, the language register associated with the social situation.

Internally, linguistic errors are due to the rhizomatic potential of the language system, the constant expansion of the connotative range of lexemes, the desire of the simultaneous interpreter to give expressiveness to the translated discourse.

The reasons for the occurrence of linguistic errors include the desire for hypercorrection - "erroneous grammatical use associated with excessive implementation of the desired rule" [7,153]; implementation of speech behavior by analogy with the norms of the native language.

All lexico-grammatical errors can be classified according to their stylistic and social nature. In the process of a detailed analysis of the most common errors, A. S. Barmina indicates that all deviations from the norm can be classified "depending on what aspect of the language they concern, as well as on the nature of the complexity and frequency of this error in various language registers » [7,154]. The researcher distinguishes errors of the first and second categories: the errors of the first category include "elementary" errors that are typical for people who do not have a higher education. The errors of the second category include "mistakes of medium style, typical of most educated people", widely functioning in publications devoted to the normalization of modern English, dictionaries of difficulties, and so on. [7,154].

In turn, M. A. Kunilovskaya, based on a detailed analysis of the classifications presented in domestic and foreign translation studies, identifies semantic and linguistic errors at the top level of taxonomy, and semantic errors much more significantly distort the semantics of the original than expression errors [10,59].

Semantic errors can be classified according to the type of unmodified or untransmitted information, according to the degree of deviation from the original, misleading impact on the recipient. Taking into account this criterion, M. A. Kunilovskaya distinguishes the following types of semantic errors:

- errors with the transmission of referential information, caused by the wrong vision behind the textual reality. Such errors can lead to an indication of other referents, referential situations, significantly distorting the semantics of the original. The same group includes errors associated with the representation of predictive information, including incorrect transmission of species-temporal, modal meanings, errors in the transmission of proper names.

An example of the appearance of a modal meaning of obligation, which is absent in the original text, can be the following fragment:

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Reaching our sustainable development goals means organizing ourselves better. Let there be no more walls or boxes; no more ministries or agencies working at crosspurposes.

Achieving our sustainability goals means we need to be better organized. And we must overcome, destroy some walls, barriers. Ministries, agencies that must work and unite in order to achieve these goals.

In addition to the appearance of an additional modality, within the framework of this fragment, there are also errors in the transmission of structural and logical information, which are represented in violation of the thematic organization of the text: a complex English sentence is subdivided into two Russian sentences complicated by homogeneous members. Despite the inaccuracy of the transmission of the information of the original, the appearance of additional connotations, the pragmatic function in the translation process was realized;

- errors in the transmission of structural and logical information, which are reduced to the absence or violation of logical connections, thematic organization of the text, which leads to the decomposition of the text into separate sentences, loss of textuality, integrity, for example:

I welcome the Addis Ababa Action Agenda, and the renewed pledge by developed countries to invest 0.7 per cent of gross national income in official development assistance. Aid works – but few countries have met this target [11].

I applaud the Addisababa Agenda and Development for Investment 0.8%. This is GDP growth, and the assistance that was provided to some countries is highly respected [12].

In addition to changing the boundaries of sentences within the framework of this fragment, a significant transformation of the semantics of the original is carried out, causing difficulties in understanding the recipient, misinforming him. The specified fragment refers to the decision of developed countries to send 0.7% of GDP as official development assistance, these measures were taken by far not by all world countries. Translation into Russian completely eliminates the original semantics, making it difficult to understand the fragment, distorting the structural and logical information presented in the original;

- logical errors include errors that lead to contradictions in the translation text itself, model the contradiction of the state of affairs that is absent in the original.

An example of a logical distortion of the semantics of the original is the translation of a fragment of Ban Ki-moon’s welcoming speech dated September 28, 2015:

And our destination is in our sights: an end to extreme poverty by 2030; a life of peace and dignity for all [11].

And our direction was shown in this short film, you saw these slides. Living for Peace in 2030 [12].

In the Russian translation, the highlighted fragment was translated as “And our direction was shown in this short film”. Within the framework of this translation, the semantics of the original text is significantly distorted, in particular, “destiny” is transformed into “direction”, and its visibility is transformed into a film, which was not mentioned in the original. Thus, a logical contradiction arises in the Russian translation, caused by the absence of these realities and their nomination in the translator’s text, the speech of the Secretary General was devoid of that sublime literary style, pathos that characterizes the original.

- distortion of the pragmatic information of the original, inadequate interpretation and transmission of the type of relationship between the reader and the author, the specifics of the text, the method and intensity of expression of the author’s emotional attitude to the described

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referents. In other words, this group of errors can include all genre and stylistic distortions of the original [10].

An example of errors of this type is the following fragment from the speech of the UN Secretary General:

The world continues to squander trillions in wasteful military spending [11].

We continue to see the world spending trillions of dollars and other currencies on military weapons [12].

In the original, the politician used the lexeme "to squander", which is characterized by pronounced negative semantics, reflecting the communicant's negative attitude to the topic of the message; in the translation, the lexical unit is replaced by a more neutral one, characteristic of modern political discourse. The translator resorts to the method of expanding the original meaning, concretizing the names of currencies, shifting the recipient's focus to a fragment of the sentence missing in the original, significantly distorting the original meaning, but, despite numerous lexical and grammatical transformations of the translation text, the pragmatic function was fully realized.

Language errors, "expression errors" do not distort the conceptual content of the original, have a significant impact on the perception of the translated text. Based on the level of the language in which the error was made, in the most general form, the inaccuracies of the language representation can be divided into lexical, morphological, syntactical, spelling and punctuation errors [10]. Within each specified category, it is possible to subdivide into subtypes, for example, within the framework of lexical errors, it is possible to single out a subtype of errors in management, tautology, and so on. "Errors of expression" are usually corrected by the self-editing process.

Indeed, this classification is not exhaustive, in the speech of a simultaneous interpreter, errors can occur at any level of the language, including prosodic design, but the above deviations from the norm are the most frequent.

Thus, SP is the most complex form of translation activity that requires the simultaneous implementation of the stages of perception, decoding and interpretation of an information message and its subsequent modeling by means of the language system of the receiving cultural model. SP is characterized by a number of unique properties that put forward high requirements for the level of development of translation competence, and even the professionalism of a simultaneous interpreter cannot completely eliminate the likelihood of errors in the process of interpreting and recreating discourse.

Thus, taking into account the specifics of simultaneous translation, we can conclude that deviations from the norm may occur in the interpreter's speech, affecting different levels of the language system and due to extralinguistic and intralinguistic factors. In the most general form, errors can be classified into semantic and linguistic ones, and subtypes are distinguished within each of the presented categories. Semantic errors are transformations or omissions of the original information, deviations from the norm that have a misleading effect on the recipient. Linguistic errors practically do not affect the conceptual content of the original, affecting mainly its perception by the audience of the receiving cultural model. Of course, these deviations from the norm are not exhaustive and require further detailed study.

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